

California Postsecondary Education Commission

Improving Teacher Quality State Grants Program

Project Description

Project Title	Advancing Collaboration for Equity in Science (ACES)		
Grant Amount: \$960,143	Grant Period: 9/22/08-9/30/12		
Grade Level: K-5 th grade	Subject Matter: Science and Writing		
Institute of Higher Education	University of California, Berkeley/ Lawrence Hall of Science		
Local Education Agency	Oakland Unified School District		
Additional Partners:	California State University, East Bay		
Need for Project/ Population To Be Served:	<p>Need for Project: There is a need at the two targeted schools for more effective science and writing instruction. CST results show the majority of their 5th grade students are not proficient in science. ELA results for African American and Latino students at the two schools are significantly lower than their White counterparts in the Oakland Unified School District. Teachers have expressed a high need and desire for support in implementing FOSS, the District-adopted science curriculum, in improving their writing instruction, and in creating meaningful home/school partnerships.</p> <p>Population to Be Served: Approximately 1007 African American, Latino and Asian students will benefit from this project. Seventy-five percent of the students receive free or reduced-price lunch and 40% are English Language Learners. The 49 K-5th grade and Special Education teachers participating at both schools are fully credentialed and have an average of approximately 14 years experience. Ninety percent of the teachers at both schools do not have a degree in the sciences.</p>		
Project Goals:	<p>For students: improve science content knowledge and science thinking process skills; improve writing skills and; increase student engagement in science learning. For teachers: develop science content and pedagogical knowledge; acquire skills necessary to work effectively with students of diverse languages and cultures and; develop teacher leaders as curriculum presenters, coaches, and facilitators for PLC's. School-wide: provide teacher support and improved confidence through a collaborative school environment, provide more opportunities for science teaching and learning and; create meaningful home/school partnerships.</p>		
Summary of Activities:	<p>The ACES professional development model consists of a 72-hour content institute, 40 hours during the summer followed by 32-hours during the academic year, a 16-hour facilitator's institute for Teacher Leaders, and 16 hours of PLC meetings at grade-level; in addition, project coaches will provide weekly content-based classroom support to project teachers.</p>		
Outcomes Expected:	<p>Students will increase their achievement in standards-based science content learning, expository writing skills, and engagement in science. Teachers will be proficient in implementing FOSS as they develop their own science content knowledge and pedagogical skills; use effective writing strategies and methodologies to improve science learning as well as strengthen writing instruction; integrate into their practice the use of strategies that validate and build upon students' home language and culture. Teacher Leaders will lead curriculum workshops, coach teachers on site, and act as PLC facilitators. All teachers will be skilled at using protocols for analyzing student work and collaborating with their peers. Schools will create and maintain structures and procedures that foster strong and effective school/family partnerships that extend student learning both inside and outside the classroom.</p>		
Teachers Served	49	Students Served	1007
Project Website:			
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